

“From **Stettin** in the **Baltic** to **Trieste** in the **Adriatic** an "iron curtain" has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. **Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest** and **Sofia**; all these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject, in one form or another, not only to **Soviet influence** but to a very high and in some cases increasing measure of **control** from Moscow.”

The Museum Experience III

The Leadership of Winston Churchill
Grades 9-12

TEACHER GUIDE



Museum Experience Introduction

In trying to define Winston Churchill, many descriptors are used: soldier, traveler, political leader, artist, author, historian, inventor, politician, and of course, leader. In fact, many historians say no man was more deeply involved in all the events of the twentieth century than Sir Winston Churchill. Using the wisdom of his experience and observations, on March 5, 1946 at Westminster College, Churchill clearly outlined the new course of the world, with the Soviet Union controlling a large expanse of the world through an “iron curtain.” This Iron Curtain remained in place for the next forty years.

The student visitor to the National Churchill Museum will use its resources to connect Churchill’s experiences that provided the foundation for his historic speech. Depending upon their grade level, students will follow in Churchill’s footsteps by experiencing 1) the geography of his world; 2) the emerging technology that made war an entirely different end game; or 3) the leaders who could so quickly make decisions to end civilization.

Museum Experience I aims at upper elementary students who will examine Churchill’s world from his travels, which included four continents before he reached age 25. Students will follow his travels throughout his life, locate the countries impacted by his leadership, and, with a future focus, isolate cities named in the *Sinews of Peace* speech and follow their history from 1946 to today. Divided into teams by pivotal times in Churchill’s life, students will use their **communication skills** to describe the journeys as they write “**history**” in first person accounts. They will also connect these travels to 1946 as Churchill views the threats to the world.

Museum Experience II, developed for middle school students, provides students a view of the **changing technologies** in Churchill’s world, from horseback on the northwest frontier in India to the world’s nuclear capabilities of the Cold War. The technology of the world wars reached an unprecedented scale and level of sophistication, with approximately nine and 57 million people died in each, mainly due to massive improvements in weaponry. More technological advances occurred in any ten-year period following World War I than the sum total of new technological development in any previous century. Divided into teams, students examine the impact of new technologies and innovations on Churchill’s world. Analyzing the use of **technologies**, students will examine Churchill’s leadership.

Museum Experience III engages high school students in following the voice and actions of Churchill as a **leader**, focusing on his allies and enemies through three wars. Students will better understand how a leader gathers evidence from his experiences and uses it to help shape the world’s future.

All experiences will also focus on how a speech at Westminster College made 60 years ago still affects our lives today.

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Missouri Grade Level Expectations Grades 9-12

Social Studies:

- Examine all of the wars of the twentieth century (i.e., World War I and II), including: causes, comparisons, consequences, and peace efforts

- Interpret the processes pertaining to:
 - selection of political leaders (with an emphasis on presidential and parliamentary systems)
 - functions and styles of leadership (including authoritarian, democratic and *laissez faire*)
 - governmental systems
 - how laws and rules are made, enforced, changed, and interpreted

- Identify the consequences that can occur when:
 - institutions fail to meet the needs of individuals and groups
 - individuals fail to carry out their personal responsibilities

- Determine the causes, consequences, and possible resolutions of cultural conflicts

- Distinguish between fact and opinion and analyze sources to recognize bias and points of view

Communication:

- Interpret actions, behaviors, and motives of characters

- Evaluate problem-solving processes, consequences of actions, and effectiveness of solutions

- Identify, research, and defend a point of view/position

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NOTE: Prior to their arrival at the Museum, students will research their assigned leader and determine the type of government each controlled, their leadership style, and what role they played in defining the 20th century, particularly the beginning of the Second World War through its initial aftermath – the years of 1938 to 1946. At the Museum, students will continue in the persona of their leader (Tito, Truman, Stalin, de Gaulle, or Attlee), comparing their leadership style and activities to Churchill's and follow his life as it interacts with Churchill's. Students will develop a response to Churchill's famous Iron Curtain Speech as they determine the Cold War's impact on their leader, as declared in the speech.

Teaching Activities

This experience requires two class periods of pre-visit student preparation, a three-hour experience at the Memorial, and one class period of post-visit reflection.

Pre-Visit Preparation

1. **Review/Introduce Winston Churchill.** An option is to assign it as homework or through class discussion or teacher presentation with as much supplemental detail as needed.

His life and times are very complex, will require students' time, and access to materials about Churchill, of which there are many. One book sums his contribution to humankind simply: he changed the apparent course of history (Best 2001). Historians call him an epic hero. In 1963, U.S. President John F. Kennedy, acting under authorization granted by an Act of Congress, proclaimed Churchill the first Honorary Citizen of the United States. Five others received this honor, with Mother Teresa as the only other person to receive the honor while still living.

2. **Review what students know about World War II and its resolution.** An option is to assign it as homework or through class discussion or teacher presentation with as much supplemental detail as needed.

Pre-Visit Activity

3. **Divide students into five world leader teams as listed below.** Distribute the student guides. All team members work together to complete their guides. Go through the guides as a class so that everyone knows what they are doing.

Student Teams: Tito, Stalin, Truman, de Gaulle, and Attlee

NOTE: While Truman and Stalin are relatively easy, Tito and de Gaulle are more complex. Depending on the advancement of your class, an option is just to pick four out of the five leaders. The interactions between each world leader and Churchill present a different aspect of Churchill's character. Here is a ladder of complexity regarding the leaders: (Easy) Truman, Stalin, Attlee, de Gaulle, Tito (Hard). We at the Museum challenge your students to do their best and work towards Tito.

Each team will represent a specific world leader that intersected with Churchill, particularly during and after World War II. Through the filter of their leader, students will investigate a timeline of World War II,

determine his allies, the type of government he lead, his leadership style, and through reading New York Times headlines, discover how he intersected with Churchill.

4. **Complete pages 3-8 in the student guides.** Students should work with other team members to search the timelines for the countries of their leaders.
5. **Complete pages 9-11 in the student guides.** Students should work with other team members to:
 - a. research their leader and his country to determine allies during the War, and
 - b. research the leadership style and type of government of their leader.
6. **Optional Homework: Complete pages 13-16 in the student guides.** In their teams, students research prescribed sections of Churchill's "Iron Curtain" speech to determine if Churchill's "predictions" came true.

NOTE: On page 13, this section of the student guide starts with "On March 5, 1946..."

The intention of the activity is to stimulate thought and discussion about Churchill's speech within the context of later historical events during and after the Cold War. Supplementary articles are included to help with discussion. Look for the article title following each possible topic.

Museum Experience:

Please plan a 1 ½-2 hour museum experience. If you plan to eat lunch onsite, please consider this when planning your visit.

1. **Schedule your museum experience.** Contact the Education & Public Programs Coordinator at (573) 592-6242 or by email Mandy.Plybon@churchillmemorial.org to schedule a visit. *Please do this at least 1-2 weeks in advance.*
2. Check that students have completed pages 3-11 and 13-16 in their student guide.
3. During their Museum Experience, students **complete pages 12-13** in their student guides. Please have them bring their guides and a pencil.

Post-Visit Preparation

Note: This time is extremely important to enable the students to consider the impact of Churchill's leadership. Please do not skip this step!

1. **Homework:**
 - a. Assign students pages 17 and 18 in the student guide. This asks the students to evaluate Churchill's statements in lieu of history, as we know it.

Post-Visit Activity

2. Ask the students to sit in their leader teams.
3. **In student teams, compare and discuss answers from pages 17-18.** Have them come to a team consensus.

4. **As a class, discuss team answers.** Ask students why Fulton, MO and Westminster College pivotal places in our history.

NOTE: The end goal of the reflection is to have students evaluate the comments on its relevance to today. The reflection activity on pages 17-18 requires students to understand the Cold War and its aftermath, including the division of Europe after the war. Provided are several key points to help guide students discussion (*see below*). An option is to provide extra credit to those students who can make the connection from the 1946 speech to today. (*The article files mentioned after each key point is included in the teacher packet.*)

- A. Why did Churchill call for “a strong armed force” for the United Nations? What was the role of the United Nations in peacekeeping during the Cold War and after? What is its role today? (*See unpeacekeeping.pdf and unpeacekeeping2.pdf files*)
- B. After the speech, Churchill was criticized by people both in the West and in the East (particularly Stalin) for advocating a military alliance between Britain and the United States. Churchill responded to this by saying: “I have never asked for an Anglo-American military alliance or a treaty. I asked for something different and in a sense I asked for something more. I asked for fraternal association, free, voluntary, fraternal association.” Did this “fraternal association” get achieved in the “special relationship” between Great Britain and the United States during the Cold War or the “War on Terror”? (*See the threeenglishspeakingalliance.pdf and sovietresponse.pdf files*)
- C. In his speech, Churchill commented on the possible role of nuclear weapons in the post-World War II world. He also articulated a concern about nuclear proliferation. Discuss the role of nuclear weapons during the Cold War and the spread of nuclear weapons in the world after the Cold War. (*See nuclearproliferation.pdf file*)
- D. Did post-war Europe divide along the “iron curtain” the way Churchill described in his speech “from Stettin...to Trieste”? (*See ironcurtain.pdf file*)